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SAN FRANCISCO
STATE NORMAL SCHOOL

BULLETIN No. 16

A COURSE OF STUDY IN PHONICS

TO ACCOMPANY THE STATE SERIES TEXTS IN READING

PART I

BY
CORINNE H. JOHNSTONE
AND
FREDERIC BURK

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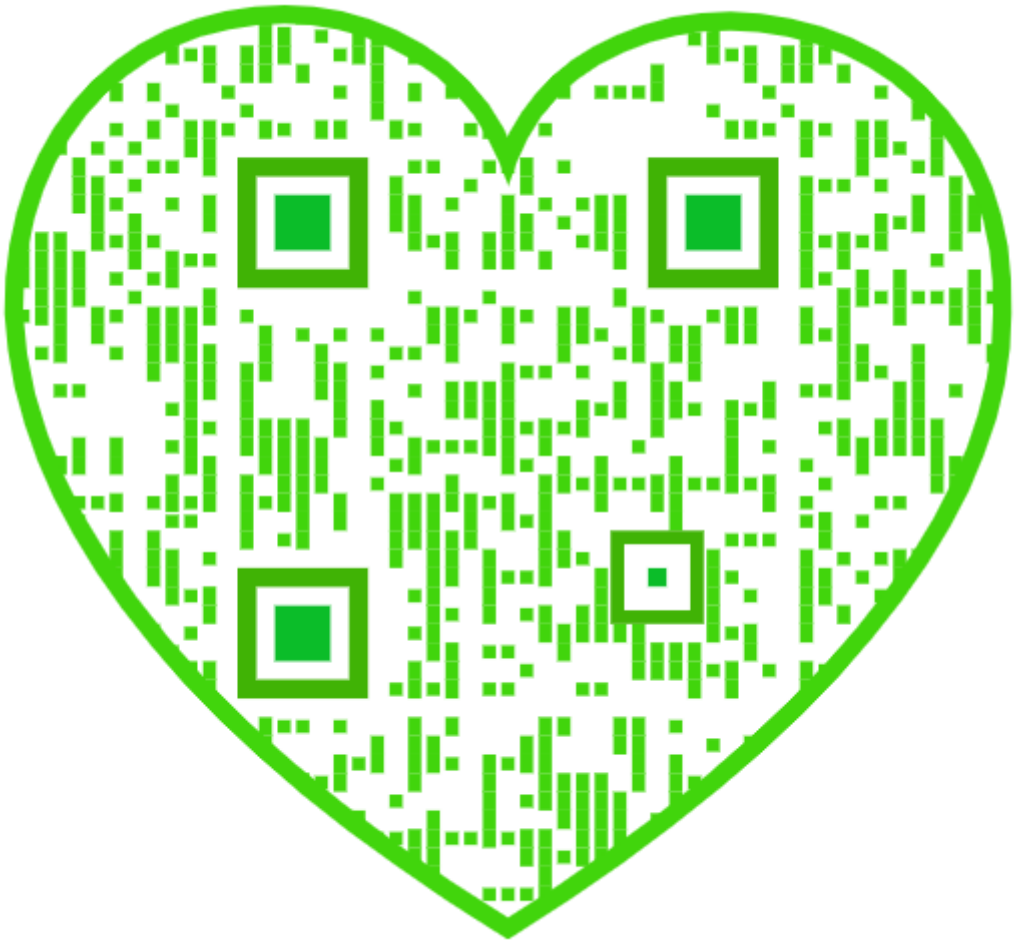

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[Continued inside back cover.]

SAN FRANCISCO STATE NORMAL SCHOOL

BULLETIN No. 16

A COURSE OF STUDY

IN

PHONICS

PART I

TEACHER'S EDITION

NOTE.—It is intended that this Teacher's Edition shall be used to accompany the Phonic Exercise books in the hands of pupils (see advertisement, inside cover pages Bulletin No. 16).

BY

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AND

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FRIEND WM. RICHARDSON, SUPERINTENDENT OF STATE PRINTING
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FOREWORD TO TEACHER.

There are a number of very good phonic methods in use. One defect in practically all of them, however, is that they are not worked out in sufficient detail. They leave too much to the imaginative, inventive ingenuity and labor of the teacher. The method herewith submitted claims no great originality. It simply undertakes to furnish the teacher with the plan and materials for each lesson in specific detail.

This method can be used by the teacher in two ways: (1) placing a lesson upon the blackboard and drilling the pupils orally, or (2) providing each pupil in the class with the Pupils' Exercise Book, which contains the same lessons (see advertisement, inside cover Bulletin No. 16). The latter system can, of course, be made much more effective for the pupils and with less labor to the teacher.

GENERAL INSTRUCTIONS.

DIRECTIONS FOR BOARD PRINTING.

1. The print should be large.

2. Press firmly upon the chalk so that each word will stand out clear and strong.

3. In sentence printing, keep the letters of each word close together; leave good spacing between words.

TO CONDUCT A PHONICS LESSON.

1. All work is first to be given in concert. (Exceptions are specified.)

2. Concert work is followed by individual work.

3. Each time the teacher or pupil sounds a phonetic part, the pointer should be moved along under the exact part sounded.

GAMES AND DEVICES.

Game 1.

(*a*) Let one child leave the room.

(*b*) Another child is appointed doorkeeper.

(*c*) Class now selects a word from a certain column or group.

(*d*) The doorkeeper tells child outside to come in.

(*e*) Teacher says, "We have selected a word in this column."

(*f*) Child walks up to the column designated, takes pointer, and guesses in this way—

(Child) "Is it s–ay say?"
(Class) "No, it is not s–ay say."
(Child) "Is it d–ay day?"
(Class) "Yes, it is d–ay day."

Game 2.

(*a*) All pupils close eyes.

(*b*) Teacher selects a certain word.

(*c*) Pupils open eyes.

(*d*) Pupils guess as in Game 1.

Game 3.

(*a*) Have words printed in columns on board.

(*b*) Have individuals come forward and point to word or word-form sounded by teacher.

(NOTE.) 1. No child should be called upon for but one word.
2. Three is a safe number to give each child.

Game 4.

(*a*) Teacher begins at one side of class and goes straight through, walking up and down the aisles, so that each child will be given an equal number of chances.

(*b*) If pupil sounds flash card presented, correctly, it is put upon his desk.

(*c*) If pupil misses, he gets no card.

(*d*) At the close of the lesson, count cards to see who has the largest number.

Game 5.

1. Teacher distributes flash cards, some containing word-forms and some initials.
2. Teacher says, "Now I am going to call for words. I want l–ay lay."
3. Children who have *l* and *ay* walk forward, put their cards together to form the word.
4. Class repeat in concert, "l–ay lay."

Device 1.

(*a*) Draw a fence upon the board.

(*b*) Print words or sounds on the rails.

(*c*) Pupil may walk along a rail by sounding the words on that rail.

(*d*) If he misses a word, he has fallen off the rail and some other pupil must help him on again.

Device 2.

(*a*) Draw a hill upon the board.

(*b*) Have pupils run up one side of the hill and slide down the other side, by naming the sounds printed on the sides of the hill.

Device 3.

(*a*) Draw a ladder. At the top of it, draw some object for which the child is to climb.

(*b*) Child who sounds the words printed on the rungs of the ladder has his name written by the object.

Device 4.

(*a*) Draw circles with colored chalk to represent balloons.

(*b*) Print words to be sounded within the circles.

(*c*) Pupils sounding words get their names or initials written on balloons.

Device 5.

(*a*) Draw stairs upon the board.

(*b*) Print words or word-forms on stairs.

(*c*) Have pupils climb up and down stairs.

Device 6.

(*a*) Draw the outline of a book upon the board.

(*b*) Print words to be sounded upon the book.

(*c*) Have pupils read the book.

Device 7.

(*a*) Draw a flag in red, white, and blue crayon.

(*b*) Children sound the words which are printed on the stripes.

Device 8.

(*a*) Draw a large apple upon the board.

(*b*) Print all over the apple the letters to be sounded.

(*c*) Children eat the apple by erasing each letter as it is sounded.

Device 9.

(*a*) Draw many falling leaves upon the board.

(*b*) Print words upon or by the leaves.

(*c*) Let each child come forward and catch three leaves.

Device 10.

(*a*) Draw cornucopias containing strawberry (pink crayon), vanilla (yellow), and chocolate (brown), ice cream.

(*b*) Print words upon cornucopias.

(*c*) Give cornucopias to pupils sounding words correctly.

Device 11.

(*a*) Draw a telegraph pole.

(*b*) Print words up and down and extending outward at right angles from the pole.

(*c*) Have pupils climb up and down the pole.

Directions for Teaching Sight Reading (see Lesson 15).

The purpose of sight reading is to train the pupil in the application of known phonic facts. Print the sentences upon the board or have pupils use the Pupils' Exercise Books. Give the class a moment to study each sentence. Call especially upon pupils who can *not* read the sentence. Help them develop the words they do not readily recognize. If the failure to get words is due to the fact that pupils do not recognize forms gone over, jot down for future drill all phonograms missed.

Or, as another device, the class may be divided into sections. The strong pupils may be given the entire lesson to work out. Teach those pupils, who can, to be independent. At the close of the lesson these pupils may read aloud from their seats any sentences called for. The weaker pupils may be given one sentence at a time to study, either the same or different, and as they are called upon, each may come to the teacher's desk to receive help. Sentences read aloud at the teacher's desk should be read softly so that the pupils studying at seats will not depend upon what they may hear.

The rhymes introduced may be handled in the same way, as a rhyme of four lines is merely the equivalent of four sight sentences. In a rhyme of four lines, four children may be helped at the teacher's desk at one time, each child being given a different line. When each child has his line ready, the rhyme may be put together by having each child read his line in turn.

A COURSE OF STUDY IN PHONICS.

LESSON 1.

As soon as the word, *play* (Primer, page 3) is learned as a sight word, phonic work may begin.

(*a*) Print the word *play* upon the board.

(*b*) Have class tell what the word is.

(*c*) Cover *pl* with an eraser.

(*d*) Tell class that the part of the word which they can see is *ay*.

(*e*) Have class repeat *ay* in concert.

(*f*) Have several individuals say *ay*.

(*g*) Under the word *play* which is printed upon the board, print *ay*, as,

play
ay

(*h*) Cover *pl* and show class that *ay* below is just like the part of *play* that is not covered.

(*i*) Have several individuals come forward and point to *ay* or *play* as the teacher directs. Insist that child says the word or word-form to which he points.

LESSON 2.

(1)	(2)	(3)
say	**bay**	**pay**
ray	**gay**	**fay**
day	**nay**	**shay**

In conjunction with *ay*, introduce s, r, p, b, g, n, d, f, sh by imitation.

To Teach Lesson 2.

1. First take column 1 only.

(*a*) The teacher says, "s–ay, say."

(*b*) The children repeat in concert, "s–ay, say."

(*c*) The children repeat, "s–ay, say," three times as the teacher points to the exact part the class is saying.

(*a*) The teacher says, "r–ay, ray."

(*b*) The children repeat in concert, "r–ay, ray."

(*c*) The children repeat, "r–ay, ray" three times.

(*d*) Children now sound the first and second words in concert several times.

(*e*) Work over *day* as you did *say*.

(*f*) Children now sound column 1 in concert.

2. Concert work is always followed by individual work.
   (*a*) Have many children in succession come forward and sound words of column 1.
   (*b*) Print column 1 upon board. Play *Game 1*.
   (*c*) If children need further drill, use any of the devices given.
3. Work over column 2 just as you did column 1.
4. Review columns 1 and 2.
   (*a*) Concert work first.
   (*b*) Individuals come forward and sound.
   (*c*) Use any games or devices for further drill.
5. Work over column 3 just as you did columns 1 and 2.
6. Review columns 1, 2 and 3 just as you did columns 1 and 2.

LESSON 3.

As soon as Lesson 2 is learned, break up its words into their phonetic parts. Method:

(*a*) Print *say* upon the board.

(*b*) Have class tell what the word is.

(*c*) Cover *s*. Have class tell the part of the word to be seen.

(*d*) Cover *ay*. Tell class to begin to say *say*.

(*e*) Have individuals sound *s*.

(*f*) Tell class that *s* is the sound made by the snake.

(*g*) Proceed in same way to break up the other words.

Directions for Using Flash Cards.

Teacher now begins to make out her flash cards.

Through Part I, the very first thing a teacher does at the beginning of each lesson is to review all the phonetic parts her class has had.

For consonants. Use manila cards about four and one half by five inches. Let the print be rather large and heavy so that it can be easily seen.

On one side of the card, print the consonant. If the same consonant is printed on the back of the card in the upper right hand corner, it will be found convenient for quick flash card work.

For word-forms. On one side of the flash card, print the word-form. On the other side, print upside down the known word from which the word-form was obtained.

In flashing the cards, if a child hesitates in sounding a word-form, show the reverse side of the card, and the known word will suggest the form.

In flashing the cards, stand back from the class so that entire class may be seen at a glance.

Avoid holding the cards too low. Hold them at such a height that the letter in the corner of the card and also the children's faces may be seen without glancing down and then up.

As new phonetic parts are learned, group the flash cards for drill. Put all the initials (s, r, p, b, g, n, sh, etc.) in one group; all the word-forms (ay, un, ain, ap, ash, etc.) in the second group; and the endings (s, ing, ed, etc.) in the third group.

LESSON 4.

(1)	(2)	(3)
sun	**bun**	**pun**
run	**gun**	**fun**
dun	**nun**	**shun**

1. Drill from flash cards which now contain the nine initials from Lesson 2, and the word-form *ay*.

2. *run*—Known word on page 5 of Primer.

3. Break up *run* just as you did *play* in Lesson 1.

4. Blend the nine initials of Lesson 2 with *un*. Use this method:

(*a*) (Teacher): "I am going to say this first word two times quickly."

(*b*) The teacher now sounds *s–un, s–un* quickly, slurring the sound of *s* into the sound of *un* without changing the inflection of the voice.

(*c*) Proceed with *run* and *dun* as with *sun*.

(*d*) Have class sound each word in column 1, two times quickly.

(*e*) Have individuals come forward, take pointer, and sound column 1.

5. Work the lesson over by columns as you did Lesson 2.

6. Add *un* to flash cards.

LESSON 5.

say	**day**	**gay**	**pay**
sun	**dun**	**gun**	**pun**
ray	**bay**	**nay**	**fay**
run	**bun**	**nun**	**fun**
gay	**shay**	**say**	**nay**
gun	**shun**	**sun**	**nun**

1. Drill from flash cards.

2. In this lesson, each group of four words rhymes. Teacher tells class about the little rhymes and then has class listen while she says, "s–ay, say; s–un, sun; d–ay, day; d–un, dun."

3. Class now sound first group as the teacher points.

4. Individuals come forward, take pointer, and sound the first group.

5. Work over remaining groups, one by one, in same manner.
6. After a lesson or two of this type, step two may be omitted.

LESSON 6.

(1)	(2)	(3)	(4)
say	**ray**	**run**	**nay**
dun	**bay**	**sun**	**shun**
fun	**gun**	**day**	**pun**
gay	**nun**	**bun**	**shay**
pay	**fay**		

1. Drill from flash cards.
2. Concert work on column 1. Use method given in Lesson 4.
3. Individual work on column 1.
4. Handle remaining columns, one at a time, as you did column 1.

LESSON 7.

(1)	(2)	(3)
sin	**pin**	**shin**
din	**bin**	**fin**

1. Drill from flash cards.
2. *in*—Known word on page 17 of Primer.
3. Children sound words of this lesson in concert by method given in Lesson 4, as the teacher points.
4. Any of the games or devices given may be used for individual drill.
5. Add *in* to flash cards.

LESSON 8.

Review.

(1)	(2)	(3)	(4)
say	**fun**	**fin**	**sun**
pin	**bay**	**gun**	**din**
run	**shin**	**fay**	**shay**
(5)	(6)	(7)	(8)
gay	**bin**	**sin**	**dun**
nun	**day**	**pun**	**pay**
bun	**shun**	**ray**	**nay**

1. Drill from flash cards.
2. Have individuals come forward and sound any three of above words designated by teacher. (See Lesson 4 for method of sounding.)

LESSON 9.

(1)	(2)	(3)	(4)
fain	**rain**	**dain**	**sand**
gain	**bain**	**pain**	**band**

1. Drill from flash cards.
2. *and, rain*—Known words from pages 3 and 15 of Primer.
3. Break up *rain* as you did *play* in Lesson 1.
4. Build above words in concert. (See Lesson 4 for method.)
5. Have individuals come forward and build words.
6. Use any of devices or games given, for extra drill.
7. Add *and* and *ain* to flash cards.

LESSON 10.

band	**sand**	**band**	**sand**
bun	**sun**	**bay**	**say**
fain	**rain**	**gain**	**dain**
fun	**run**	**gun**	**dun**

1. Drill from flash cards.
2. To handle Lesson 10 (see Lesson 5).

LESSON 11.

Review.

(1)	(2)	(3)	(4)
shay	**run**	**sand**	**fain**
band	**bain**	**ray**	**din**
fay	**gun**	**gay**	**bun**
dain	**day**	**dun**	**say**
sin	**shun**	**shin**	**fin**
rain	**bin**	**nun**	**bay**

1. Drill from flash cards.
2. Handle Lesson 11 as you did Lesson 8.

LESSON 12.

(1)	(2)	(3)
an	**ad**	**ash**
ap	**af**	
ab	**ag**	

1. Print *a* upon the board.
2. Sound short *a* (as in *at*) for the class.

3. Have class repeat in concert at least three times.
4. Have many individuals sound short *a*.
5. Add *a* to your flash cards.
6. Combine short *a* with *n, p, b, d, f, g* and *sh* which children know.
7. Print Lesson 12 upon the board.
8. Teacher says, "*a, n—an,*" slurring as in Lesson 4, and pointing to the parts she sounds.
9. Class repeat in concert, "*a, n—an.*"
10. Teacher says, "*a, p—ap.*"
11. Class repeat, "*a, p—ap.*"
12. Class sound first and second word-forms.
13. Teacher says, "*a, b—ab.*"
14. Class repeat, "*a, b—ab.*"
15. Class sound first, second and third word-forms.
16. Have individuals work on Column 1. Do not take Column 2 until Column 1 is known.
17. Proceed with Column 2 as with Column 1.
18. Drill upon Columns 1 and 2 combined.
19. As the word-forms are learned, add them to your flash cards.

LESSON 13.

(1)	(2)	(3)
ran	**nap**	**fad**
sap	**dash**	**shag**
dab	**pad**	**rap**
fag	**bag**	**ban**
shad	**gap**	**sad**
sag	**rad**	**Dan**

The above lesson combines the known consonants with the word-forms just learned.

1. Have individuals come forward, take pointer, and sound three words each, or give class a moment to prepare two or three words before calling upon any one.

LESSON 14.

(1)	(2)	(3)
sash	**rag**	**bad**
dad	**gab**	**pan**
nag	**fan**	**shab**
san	**rab**	**dag**
bash	**gash**	**rash**

1. Handle above lesson just as you did Lesson 13.

LESSON 15.

Sight sentences. (See General Instructions, page 6.)

1. **The bad boy ran away.**
2. **Run to the bag with the rag.**
3. **Dan ran on the sand.**
4. **Come rap on the pan with the fan.**
5. **The girl's sash is gay.**
6. **The boys dash for the buns.**
7. **The sun's rays play on the bay.**

LESSON 16.

(1)	(2)	(3)
hay	**hap**	**hag**
hun	**hash**	
hand	**had**	

1. Drill from flash cards.
2. Present consonant *h*. Ask the class what sound they make when tired. *h* is the tired sound.
3. Have class sound *h* several times.
4. Concert work on above columns.
5. Have individuals come forward, take pointer, and sound the group designated by teacher. (If any child has trouble in blending, see Lesson 4.)
6. Use games or devices if further drill is needed.
7. Add *h* to flash cards.

LESSON 17.

had **sad**	**had** **bad**
hand **sand**	**hand** **band**
hay **gay**	**hay** **pay**
hun **gun**	**hun** **pun**
hay **ray**	**hay** **nay**
hun **run**	**hun** **nun**

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 18.

(1)	(2)	(3)	(4)
sand	**bad**	**hay**	**rain**
gay	**din**	**sad**	**fay**
hash	**fain**	**fin**	**shin**
band	**hand**	**nap**	**fad**

1. Drill from flash cards.
2. Have individuals come forward and sound any column designated.

LESSON 19.

Rhymes for sight reading. (See General Instructions, page 6.)

Ay-ay, un-un, in-in, and,
Bay-bay, bun-bun, bin-bin, band,
Jump with me into the sand.

Bad little Dan,
Ran to sad little Nan,
With a bun in a pan.

Aban, abun,
Dash had some fun ;
Aban, abash,
Dash had some hash.

Who is a bad boy ?
Little Dan.
Who is a gay girl ?
Little Fan.

LESSON 20.

(1)	(2)	(3)
lay	**lain**	**lad**
lin	**lap**	**lag**
land	**lash**	

1. Drill from flash cards.
2. Present consonant *l*. Sound it for class.
3. Have class sound *l* several times.
4. Give concert work on above columns.
5. Have individuals come forward and sound at least three words.
6. Add *l* to flash cards.

LESSON 21.

lag	sag	lag	bag
land	sand	land	band
lap	gap	lap	rap
lain	gain	lain	rain
lad	gad	lad	sad
lash	gash	lash	sash

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 22.

(1)	(2)	(3)	(4)
say	sun	sin	sand
ray	run	rin	rand
pay	pun	pin	pand
bay	bun	bin	band
nay	nun	nin	nand
day	dun	din	dand

1. Drill from flash cards.
2. Have individuals read above columns down, up, and across.

LESSON 23.

(1)	(2)	(3)
may	mash	main
mag	map	min
mad	man	mand

1. Drill from flash cards.
2. Present consonant *m*. Ask the class what sound the cow makes.
3. Have class sound *m* three times.
4. Concert work on above columns.
5. Individual work on above columns.
6. Add *m* to flash cards.

LESSON 24.

main	bain	main	lain
mand	band	mand	land
may	ray	may	pay
main	rain	main	pain
may	pay	may	day
min	pin	min	din
main	pain	main	dain

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.

LESSON 25.

(1)	(2)	(3)	(4)
sag	dab	gain	shun
rash	ban	pad	had
lain	map	sap	ray
Dan	ban	gap	nun
pain	fin	shun	hand
lad	lain	gash	pun

1. Drill from flash cards.
2. Have individual work only on above lesson. Some of the games may be used for pleasant individual work.

In lessons in which no new work is presented, children may, for variety, recite in order of seating. The first child runs up quickly on tiptoe. By the time he has sounded three words, the second child should be ready to take the pointer from the first child. In this way, no time is lost. The quick work also appeals to the children.

LESSON 26.

Sight sentences.

1. **The bad boy ran to the bay.**
2. **May had the sash in her lap.**
3. **The girls lay on the sand.**
4. **Go lash the man to the tree.**
5. **Hand the pin to me.**
6. **The gash may pain you.**

LESSON 27.

A few compound and two-syllable words:

May-day	**gain-say**	**pay-day**
Finland	**sand-bin**	**Sunday**
rag-bag	**unpin**	**sand-man**

1. Drill from flash cards.
2. Build above words. Children may need a little help here. If so, build the two parts of two or three words and show the class how you put the two parts together to make one long word.
3. Concert work. Class sounds as teacher points.
4. Individuals take pointer and build words.

LESSON 28.

Add *s*.

(1)	(2)	(3)	(4)
gains	**suns**	**lands**	**days**
pays	**sins**	**pins**	**shins**
runs	**bands**	**rays**	**pains**
lays	**rains**	**guns**	**sands**

1. Drill from flash cards.
2. In the lesson above, the teacher pronounces two or three words for the class, pointing to each part as it is pronounced, and emphasizing the ending *s*.
3. Handle one column at a time, giving concert work first and following with individual work.

LESSON 29.

Add *ing*.

(1)	(2)	(3)
saying	**landing**	**sanding**
paining	**raining**	**haying**
handing	**maying**	**laying**
gaining	**paying**	**sinning**
gunning	**pinning**	**dinning**
shunning	**sunning**	**running**

1. Drill from flash cards.
2. Present above lesson as you presented Lesson 28.

LESSON 30.

1. **Dash is running on the sand.**
2. **May-day is a gay day.**
3. **The man is paying for the shad.**
4. **Nan lays the pin on the pan.**
5. **A nag may lag.**
6. **See the sap run from the tree.**

LESSON 31.

(1)	(2)	(3)
sing	**ring**	**ping**
bing	**ding**	**ling**

1. *sing*—Known word in Primer, page 24. Break up *sing* to get *ing*. (See Lesson 1.)
2. Build the above words in concert. Blend as in Lesson 4.
3. Have individual work on lesson.
4. Add *ing* to flash cards.

LESSON 32.

sing	**ring**	**sing**	**bing**
say	**ray**	**say**	**bay**
sing	**ping**	**sing**	**ding**
say	**pay**	**say**	**day**
sing	**ding**	**sing**	**bing**
sun	**dun**	**sun**	**bun**
sing	**ring**	**sing**	**ping**
sun	**run**	**sun**	**pun**

1. Drill from flash cards.
2. Handle Lesson 32 as you did Lesson 5.

LESSON 33.

Add *ing* to—

(1)	(2)	(3)	(4)
sing	**bag**	**nap**	**dash**
ring	**nag**	**lap**	**mash**
ding	**lag**	**rap**	**gash**

1. Drill from flash cards.
2. See Lesson 29 to handle above lesson.

Rhymes for sight reading.

Ding a ling,
The birds may sing.
The boy may run
Around the ring.

Shing-shing, shand-shand,
Shay-shay, shuns,
Girls and boys
May have some buns.

R is for ring,
G is for gain,
S is for sing,
P is for pain.

(1) There was a little land.
There was a little sand.
The sand on the land,
And the land in the sun,
And the little girls jump for fun, for fun,
And the little girls jump for fun.

(2) There was a little land.
There was a little ring.
The ring on the sand,
And the sand on the land,
And the land in the sun,
And the little girls jump for fun, for fun,
And the little girls jump for fun.

(3) **There was a little land.**
There was a little tree.
The tree in the ring,
And the ring on the sand,
The sand on the land,
And the land in the sun,
And the little girls jump for fun, for fun,
And the little girls jump for fun.

LESSON 35.

(1)	(2)	(3)
sell	**Nell**	**mell**
pell	**dell**	**shell**
bell	**fell**	

1. Drill from flash cards.
2. *tell*—Known word, Primer, page 40. Break up *tell* to get word-form *ell*. (See Lesson 1.)
3. Build above lesson as you did Lesson 4.
4. Handle but one column at a time, taking concert work first and then follow with individual work.
5. Add *ell* to flash cards.

LESSON 36.

sell	**pell**	**sell**	**bell**
sad	**pad**	**sad**	**bad**
fell	**dell**	**fell**	**bell**
fan	**Dan**	**fan**	**ban**
bell	**Nell**	**bell**	**sell**
bag	**nag**	**bag**	**sag**
sell	**bell**	**sell**	**mell**
say	**bay**	**say**	**may**

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.

LESSON 37.

sook	**rook**	**look**
book	**nook**	**hook**
		shook

1. Drill from flash cards.
2. *look*—Known word, Primer, page 47. Break up *look* to get word-form *ook*. (See Lesson 1.)
3. Build above words.
4. Add *ook* to flash cards.

LESSON 38.

sell	**bell**	**sell**	**Nell**
sook	**book**	**sook**	**nook**
book	**sook**	**book**	**hook**
band	**sand**	**band**	**hand**
sook	**rook**	**sook**	**shook**
sag	**rag**	**sag**	**shag**
look	**sook**	**look**	**nook**
lap	**sap**	**lap**	**nap**

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 39.

(1)	(2)	(3)	(4)
sing	**rook**	**Nell**	**lad**
fanning	**gadding**	**dashing**	**handing**
rags	**gaps**	**pans**	**lays**
dell	**shook**	**ring**	**ling**
selling	**gabbing**	**paining**	**lapping**
looks	**shells**	**bells**	**bags**
nab	**shinning**	**maying**	**hook**
ding	**sook**	**fell**	**lain**
rays	**pays**	**lays**	**nags**

1. Drill from flash cards.
2. Individual work on Lesson 39. Let each child who comes forward

sound two or three words. Call upon the children rapidly so that the second child is ready for the pointer as soon as the first child is through with it. Teach children to run to and from the board on tiptoe.

LESSON 40.

Sight sentences.

1. **Look for the book in the nook.**
2. **Nell ran over the shells.**
3. **The bell says, "Ding a ling."**
4. **The boy looked for the hook.**
5. **The pan fell from her hand.**
6. **The girl had some shells in a bag.**

LESSON 41.

od	**og**	**ol**
on	**of**	**om**
op	**osh**	**ob**

1. Print *o* upon the board.
2. Sound short *o* for the class.
3. Have class repeat several times.
4. Have many individuals sound short *o*.
5. Add *o* to flash cards.
6. Combine short *o* with *d, n, p, g, f, sh, l, m, b* and print upon board.
7. Teacher says, "*o, d—od,*" slurring the sounds as in Lesson 4, and point to each part sounded.
8. Class repeat in concert, "*o, d—od.*"
9. Teacher says, "*o, n—on.*"
10. Class repeat, "*o, n—on.*"
11. Class sound first and second word-forms.
12. Teacher says, "*o, p—op.*"
13. Class repeat, "*o, p—op.*"
14. Class sound first, second, and third word-forms.
15. Individuals now sound Column 1.
16. Do not take Column 2 until Column 1 is learned. Then proceed with Columns 2 and 3 as with Column 1.
17. As forms are learned, add them to flash cards.

LESSON 42.

sod	**mop**	**sop**
fop	**sob**	**fog**
hod	**dog**	**bosh**
bog	**shop**	**mob**
rob	**pod**	**pop**
log	**fob**	**rod**

1. Drill from flash cards.
2. Individual work on Lesson 42.

LESSON 43.

Sight sentences.

1. **The dog is resting by the log.**
2. **Bob had a rod and hook.**
3. **The dog ran after the hog.**
4. **The man is selling books.**
5. **The bird hops to the nest.**
6. **Nan shook the shells from her lap.**

LESSON 44.

(1)	(2)	(3)	(4)
way	**wing**	**wain**	**wag**
win	**well**	**wook**	

1. Drill from flash cards.
2. Introduce *w*. Ask the children if they have ever heard the wind sing on a stormy night. Let them tell you what the wind says. Also let them look at one another's mouths to see how round they are.
3. Take above lesson, handling it the same as Lesson 4.
4. Add *w* to flash cards.

LESSON 45.

way	fay	way	shay
win	fin	win	shin
wing	sing	wing	ding
well	sell	well	dell
wain	rain	wain	gain
wag	rag	wag	gag
well	bell	well	shell
way	bay	way	shay

1. Drill from flash cards.
2. Handle above lesson as you did Lesson 5.

LESSON 46.

(1)	(2)	(3)
rest	nest	west
pest	lest	hest
best	fest	

1. Drill from flash cards.
2. *nest*—Known word, Primer, page 56. Break up *nest* to get word-form *est*. (See Lesson 1.)
3. Build above lesson, handling same as Lesson 4.
4. Add *est* to flash cards.

LESSON 47.

best	west	best	lest
bain	wain	bain	lain
rest	pest	rest	nest
rot	pot	rot	not
rag	hag	rag	nag
rest	hest	rest	nest
hest	lest	hest	rest
hash	lash	hash	rash

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 48.

(1)	(2)	(3)	(4)
tell	test	took	tag
tin	tain	tun	tog
ting	tap	tan	Tom

1. Drill from flash cards.
2. Introduce *t*. This is the sound made by the watch. Have class make the watch sound several times.
3. See Lesson 4 for handling Lesson 48.
4. Add *t* to flash cards.

LESSON 49.

test	rest	test	lest
tot	rot	tot	lot
tell	bell	tell	shell
took	book	took	shook
tap	gap	tap	map
tain	gain	tain	main
tag	lag	tag	bag
tog	log	tog	bog

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.

LESSON 50.

Sight sentences.

1. **The fog rests over the bay.**
2. **Tom shot the pop-gun.**
3. **Tell the dog to look on the log.**
4. **The bird is hopping to the nest.**
5. **The bluebells are nodding in the dell.**
6. **The shell fell on the book.**
7. **Look ! the bad boy is robbing the nest.**
8. **The pods are popping.**

LESSON 51.

(1)	(2)	(3)	(4)
jest	**jun**	**job**	**jab**
jay	**jell**	**josh**	
jin	**jag**	**jot**	

1. Drill from flash cards.
2. Introduce *j*. Children have had *jump* as a sight word. Print the word *jump* upon the board and have the children begin to say it. Have class sound in concert several times.
3. Build above words as in Lesson 4.
4. Add *j* to flash cards.

LESSON 52.

jest	**pest**	**jest**	**test**
jot	**pot**	**jot**	**tot**
jab	**tab**	**jab**	**shab**
jell	**tell**	**jell**	**shell**
jay	**lay**	**jay**	**day**
jog	**log**	**jog**	**dog**
jest	**lest**	**jest**	**nest**
jot	**lot**	**jot**	**not**
jab	**nab**	**jab**	**dab**
jell	**Nell**	**jell**	**dell**

1. Drill from flash cards.
2. See Lesson 5 for above lesson.

LESSON 53.

Review.

(1)	(2)	(3)	(4)
jot	**wags**	**lest**	**fop**
Tom	**mop**	**shot**	**pest**
bobbing	**God**	**dotting**	**sop**
lags	**sobbing**	**nooks**	**forsook**
wain	**tan**	**jabs**	**shopping**
lots	**mob**	**joshing**	**fob**
lap-wing	**blue-jay**	**maintain**	**tab**
day-book	**ding-a-ling**	**hayhook**	

1. Drill from flash cards.
2. Handle Lesson 45 as you did Lesson 34.

LESSON 54.

(1)	(2)	(3)
unpin	inlay	hand-book
unhand	ingoing	sayest
unhook	inning	saddest
unrest	income	forsook
gayest		

1. Drill from flash cards.
2. Handle above lesson same as Lesson 27.

LESSON 55.

(1)	(2)	(3)	(4)
can	cook	cop	cob
cap	cod	cun	cad
cab	cog	Cain	

1. Drill from flash cards.
2. Introduce C. This is the sound made by the little fish when left out of water.
3. Handle above lesson same as Lesson 16.
4. Add *c* to flash cards.

LESSON 56.

cook	look		cook	rook	
Cain	lain		Cain	rain	
cod	sod		cod	nod	
cook	sook		cook	nook	
can	ran		can	tan	
cap	rap		cap	tap	
can	man		can	Nan	
cap	map		cap	nap	
cod	shod		cod	hod	
cook	shook		cook	hook	

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 57.

vain	wain	vain	lain
vest	west	vest	lest
vin	pin	vin	din
vain	pain	vain	dain
van	tan	van	ran
vest	test	vest	rest
vin	win	vin	fin
vain	wain	vain	fair

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.
3. Add *v* to flash cards.

LESSON 58.

Rhymes for sight-reading.

When the sun is in the west,
Little birds are in the nest,
And the squirrels are at rest.

Little birds peep,
Little girls weep,
Little boys jest,
And that is the best.

Ding-a-ling,
Ding-a-ling,
Who wants to ring the bell?

Ding-a-ling,
Ding-a-ling,
"I do," said little Nell.

There was a little girl.
The girl was Nell.
She had a little cook-book,
And it did tell
The way to cook buns
And cook buns well.

Come, run on the sand,
And jump on the hay,
Come rest in the nook,
And sing a glad lay.

I took a little bluebird,
I took it from the nest;
It was the gayest bluebird,
It had the gayest vest.

Ring a ting rest,
Ring a ting rag,
I saw a dog,
And he was tagged;
I said, "Well, well,"
And his tail he wagged.

LESSON 59.

chin	win		chin	pin	
chain	wain		chain	pain	
chap	lap		chap	nap	
chest	lest		chest	nest	
chop	top		chop	shop	
chin	tin		chin	shin	
chap	tap		chap	rap	
chest	test		chest	rest	

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.
3. Add *ch* to flash cards.

LESSON 60.

(1)	(2)	(3)	(4)
pained	sinned	shinned	looked
bayed	shunned	hayed	cooked
tagged	jogged	tinned	tapped
rained	pinned	chained	booked
belled	robbed	canned	rapped
joshed	shelled	fanned	mapped
wagged	dinned	tanned	hooked
gained	lagged	bobbed	chopped

1. Drill from flash cards.
2. Handle Lesson 60 as you did Lesson 28.
3. Add *cd* to flash cards. Teach children to give it two sounds—*d*, *t*.

LESSON 61.

thin	din	thin	win
thing	ding	thing	wing
thun	shun	thun	fun
thin	shin	thin	fin
thing	sing	thing	ring
thun	sun	thun	run

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.
3. Add *th* to flash cards.

LESSON 62.

Sight sentences.

1. **The dog is chained to a rod.**
2. **The cook chopped the cod.**
3. **That chap is a fop.**
4. **The top is too thin.**
5. **The chest is by the tap.**
6. **The girl nodded to Bob.**

LESSON 63.

peep	deep	peep	sheep
pin	din	pin	shin
weep	deep	weep	peep
well	dell	well	pell
sheep	weep	sheep	deep
shay	way	shay	day
deep	seep	deep	peep
Dan	san	Dan	pan

1. Drill from flash cards.
2. Known word *sheep*, Primer page 73. Break up word *sheep* to get the word-form *eep* (Lesson 1).
3. See Lesson 5 for above lesson.
4. Add *eep* to flash cards.

LESSON 64.

row	chow	row	wow
rest	chest	rest	west
now	how	now	mow
nay	hay	nay	may
how	cow	how	bow
hook	cook	hook	book
pow	how	pow	mow
pad	had	pad	mad

1. Drill from flash cards.
2. *cow*—Known word, Primer, page 73. Break up the word *cow* to get the word-form *ow*.
3. Handle above lesson same as Lesson 5.
4. Add *ow* to flash cards.

LESSON 65.

king	ding	king	ping
keep	deep	keep	peep
kin	win	kin	sin
kay	way	kay	say
kin	fin	kin	bin
kay	fay	kay	bay

1. Drill from flash cards.
2. Have class sound *c*. Tell them *k* has the same sound. Have class sound *k* three times.
3. Handle above lesson same as Lesson 5.
4. Add *k* to flash cards.

LESSON 66.

Sight sentences.

1. **The cat and the dog had a row.**
2. **How deep the bay is!**
3. **The dog said, "Bow, wow."**
4. **The man may keep the sheep.**
5. **The chow-chow is in that pan.**
6. **Now the king nods and bows.**

LESSON 67.

(1)	(2)	(3)
sat	pat	mat
rat	fat	cat
bat	hat	chat
		that

1. Drill from flash cards.
2. Have class blend short *a* with *t*.
3. Concert work on above lesson.
4. Individual work on above lesson.
5. Add *at* to flash cards.

LESSON 68.

sat	bat		sat	rat		sat	fat	
sob	bob		sob	rob		sob	fob	
mat	sat		mat	hat		mat	rat	
mash	sash		mash	hash		mash	rash	
that	fat		that	rat		that	pat	
than	fan		than	ran		than	pan	

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.

LESSON 69.

(1)	(2)
ram	jam
sham	Sam
ham	

1. Drill from flash cards.
2. Have class blend short *a* with *m*.
3. Concert work on Lesson 69.
4. Individual work on Lesson 69.
5. Add *am* to flash cards.

LESSON 70.

ram	jam		ram	Sam	
rag	jag		rag	sag	
ham	ram		ham	Sam	
hook	rook		hook	sook	
sham	ham		sham	Sam	
shad	had		shad	sad	

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 71.

(1)	(2)	(3)
rot	**not**	**shot**
dot	**hot**	**lot**
got	**pot**	**tot**
jot	**cot**	

1. Drill from flash cards.
2. Have class blend short *o* with *t*.
3. Concert work on above lesson.
4. Individual work on above lesson.
5. Add *ot* to flash cards.

LESSON 72.

shot	**jot**	**shot**	**hot**
sham	**jam**	**sham**	**ham**
got	**lot**	**got**	**tot**
gag	**lag**	**gag**	**tag**
cot	**dot**	**cot**	**lot**
cog	**dog**	**cog**	**log**
pot	**tot**	**pot**	**cot**
pan	**tan**	**pan**	**can**

1. Drill from flash cards.
2. Handle Lesson 72 same as Lesson 5.

LESSON 73.

Sight sentences.

1. **The cat ran for the fat rat.**
2. **Is my hat on the mat?**
3. **The pot is not hot.**
4. **Bat, bat, come under my hat.**
5. **Nat may pat the ram.**
6. **Sam took the jam.**

Review.

Group 1.

sag	bag	nag
sun	bun	nun
say	bay	nay

Group 2.

took	rook	look
test	rest	lest
tag	rag	lag

Group 3.

chin	win	pin
chain	wain	pain
chest	west	pest

Group 4.

keep	deep	sheep
kin	din	shin
kay	day	shay

Group 5.

gap	cap	hap
gad	cad	had
God	cod	hod

Group 6.

thinning	chinning	tinning
wagging	tagging	lagging
mopping	hopping	popping

Group 7.

caps	maps	raps
vests	chests	jests
jobs	sobs	fobs

Group 8.

chained	pained	gained
canned	tanned	fanned
jogged	togged	bogged

Group 9.

chopped	mopped	hopped
cooked	hooked	looked
tapped	sapped	lapped

Group 10.

ash-can	chow-chow	maintain
invest	unchain	obtain
vainest	king-pin	sapling
bow-wow	thinnest	attest
attain	captain	pell-mell

1. The above groups are for individual work. The first nine groups may be read down, up, and across the columns.

LESSON 75.

Sight sentences.

1. **The sun went to rest in the west.**
2. **Dan had a tan cap.**
3. **The sand is in the tin can.**
4. **Who tagged me on the hand?**
5. **Can you hook my sash?**
6. **We may rest on the way.**
7. **Unchain the dog.**

Rhymes for sight reading.

Ten little ducks,
With ten little bills,
Went for a run
Over the hills;
Ten little ducks
Went into a den,
Ten little bills,
Never peeped again.

Little May, tell me how
To look around,
And make a bow;
Little May, tell me lest
I look around,
And make a jest.

Bad little Bill
Saw a shilling
In his father's vest;
Bad little Bill
Took the shilling,
But I'll not tell the rest.

Chow-chow hot,
Chow-chow chill,
Chow-chow in the pot,
Eat with a will.

Sillme, sillme, sillme, sot,
Some are cold and some are hot.

(1) Two little kittens,
Playing by a lake,
One was Jill
And one was Jake.

(2) Jill, he was a cunning wag,
And said to Jake, "Come and play tag";
Jake, he was a sleepy kit,
And did not want to play a bit.

(3) Jill now took a little thing,
And round sad Jake he made a ring;
Sleepy Jake, he could not rest,
For cunning Jill was such a pest.

A little tom-tit
On a tree sat;
Under the tree,
Was a bad tom-cat.

"Mow, mow," said the tom-cat,
"Fan me with your wing";
"Peep, peep," said the tom-tit,
"I'm going to the king."

LESSON 77.

(1)	(2)	(3)
bray	bring	brad
brin	brook	bran
brand	brow	broth
brain	brag	bram

1. Have class blend *b* and *r*—br.
2. Have many pupils blend *b* and *r*.

3. Drill upon above lesson, one column at a time, first in concert and then individually.

4. Print *br* upon a flash card. This is the beginning of a set of flash cards containing double consonants.

5. Phonograms from first seventy-six lessons to be reviewed occasionally:

(*a*) s, r, d, b, g, n, p, f, sh, h, l, m, w, t, j, c, v, ch, th, k.

(*b*) ay, un, in, and, ain, ing, ell, ook, est, eep, ow, an, ap, ab, ad, ash, af, ag, am, at, ath, od, ob, og, on, op, osh, of, ol–oll, om, ot, oth.

(*c*) s, ing, ed, est.

LESSON 78.

(1)	(2)	(3)
tray	**trap**	**traf**
trun	**trow**	**trash**
train	**trod**	**trot**
trell	**tram**	

1. Review *br* from flash card.
2. Have class blend *t* and *r*—tr.
3. Give above lesson. (See Lesson 77.)
4. Add *tr* to flash cards.

LESSON 79.

(1)	(2)	(3)
stay	**stain**	**stam**
stun	**sting**	**stab**
stand	**steep**	**stan**
stin	**stag**	

1. Review double consonants from flash cards.
2. Have class blend *s* and *t*—st.
3. Give above lesson. (See Lesson 77.)
4. Add *st* to flash cards.

LESSON 80.

Sight sentences.

1. **The stag stands by the brook.**
2. **The king is on that train.**
3. **Stay with Nell.**
4. **See the rat in the trap.**
5. **The broth is not hot.**
6. **My hand stings.**
7. **I saw the brain in the pot.**
8. **The trash is in the bag.**

Give the class a moment to prepare each sentence. See that the weaker pupils get called upon. Help them develop any words they can not get.

LESSON 81.

(1)	(2)	(3)
is	ip	it
iss	if	ic
id	iff	ick
ib	ish	ith
ig	il	im
in	ill	

1. Review double consonants from flash cards.
2. Give above lesson. (See Lesson 12.)
3. As the forms above are learned, print them upon flash cards. A little elastic band around each group of flash cards will keep them conveniently arranged for drills or reviews.

LESSON 82.

	br	tr	st
(1)	brig	(2) still	(3) trim
	trill	brim	stiff
	stick	trig	brit
	trib	brill	trin
	trick	stip	trip

1. Review double consonants from flash cards. For variety, initials above columns may be used in reviewing.
2. Review short *i* forms from flash cards. (See Lesson 81.)
3. Give individual work only upon above lesson.

LESSON 83.

	s	r	d	b	g
	m	w	t	j	c
(1)	miss		(2) sick		(3) hid
	kid		with		lis
	bib		pig		hith
	jig		jib		Dick
	sip		lid		rim

tiff	hiss	fish
dish	nip	wig
rill	sill	chip
dim	wish	Sif

1. Review the single consonants from flash cards or see Lesson 82, step 1.
2. Review short *i* forms from flash cards.
3. Individual work on above columns.

LESSON 84.

n	p	f	sh	h
v	ch	th	k	l

(1)	(2)	(3)
hiss	dig	rip
rid	dip	Jim
pill	chick	bill
kick	kill	nib
did	kiss	mid
big	Jip	chim
him	bill	will
chill	pick	ship

1. See Lesson 83.

LESSON 85.

Sight sentences.

1. The cow eats bran.
2. The trap had a rabbit in it.
3. I still wish to go.
4. Did you kill the chick?
5. The boy hid the stick.
6. Did you kick Jip?
7. Do not kill the pig.
8. The little chick is sick.

LESSON 86.

(1)	(2)	(3)	(4)
ay	eep	af	on
un	ow	ag	op
in	and	am	osh
ain	ap	at	off
ing	an	ath	ol
ell	ab	od	oll
ook	ad	ob	om
est	ash	og	ot

The above lesson may, for variety, be used in reviewing the word forms of the first seventy-six lessons. Columns may be used down, up, and across.

It may be used as a test lesson. Pupils go over forms to see if they know them. Pupil monitors help children with unknown forms.

LESSON 87.

	st	tr	br
(1)	teller	(2) gayer	(3) sinner
	tester	deeper	runner
	vainer	jester	dinner
	singer	keeper	tinner
	payer	trainer	gunner
	stinger	stagger	thinner
	trapper	batter	winner
	dasher	stammer	trotter
	trigger	steeper	

1. Review from flash cards the word forms of the first seventy-six lessons—ay, un, in, and so forth.

2. Give above lesson. (See Lesson 28.)

3. Print *cr* upon flash cards. Put with other flash cards containing endings *s, ing, ed, est.*

LESSON 88.

Sight sentences.

1. **This jam is thinner than that.**
2. **May I have the batter?**
3. **This well is the deeper.**
4. **The gun has no trigger.**
5. **Tell Bob to come to dinner.**
6. **Put the batter in the dipper.**
7. **The man staggered and fell.**

LESSON 89.

	er		est		ed
(1)	dagger	(2)	digging	(3)	rill
	rabbit		dipper		display
	signal		Dick		did
	rid		bicker		nippers
	sickest		differ		pick
	ripping		dish		fig
	dismay		ship		finish
	fill		until		shilling
	in trin sic		attest		instill
	intrinsic				

1. Review short *i* forms. (See Lesson 95.)
2. Have individuals work out above words.

LESSON 90.

(1)	slay	(2)	slag	(3)	slap
	slain		slot		slam
	sling		slant		slash
	sleep		slop		slan
	slab		slat		

1. Review double consonants from flash cards.
2. Review short *i* forms from flash cards.
3. Have class blend *s* and *l*—sl.
4. Give above lesson. (See Lesson 77.)
5. Add *sl* to flash cards containing double consonants.

LESSON 91.

(1)	(2)	(3)
gray	**grad**	**gram**
grin	**grab**	**grog**
grand	**grap**	**grat**
grain	**grin**	**grot**
gran		

1. Review double consonants.
2. Review short *i* forms.
3. Have class blend *g* and *r*—gr.
4. Give above lesson. (See Lesson 77.)
5. Add *gr* to flash cards.

LESSON 92.

(1)	(2)	(3)
flay	**flag**	**flab**
flap	**fling**	**flam**
flat	**flog**	
flash	**flop**	

1. Review double consonants.
2. Review short *i* forms.
3. Have class blend *f* and *l*—fl.
4. Give above lesson. (See Lesson 77.)
5. Add *fl* to flash cards.

LESSON 93.

tr	**sl**	**br**
gr	**fl**	**st**

(1)	(2)	(3)
slid	**flit**	**grill**
grip	**grim**	**slip**
flim	**slick**	**flick**
slim	**flip**	**slit**
grit	**grid**	

1. Review double consonants.
2. Review short *i* forms.
3. Individual work upon above lesson.

LESSON 94.

Sight sentences.

1. See the gray cat.
2. The slat stings the boy.
3. Will you trim my hat?
4. Hand me my slippers.
5. The bird flaps its wings.
6. A slab is flat.
7. The boy slid down the hill.
8. See the rook flap his wings.

LESSON 95.

(1)	(2)	(3)
il	in	id
ish	ig	iff
if	ill	is
ip	ib	ick
iss	ic	im
it	ith	

(See Lesson 86.)

LESSON 96.

(1)	(2)	(3)
es–	ep	et
ess	ef–	ec–
ed	eff	eck
eb	esh	eth
eg–	el–	en
egg	ell	em

1. Give above lesson. (See Lesson 12.)
2. As the columns are learned, print them upon flash cards.

LESSON 97.

(1)	(2)	(3)
set	bell	shed
red	get	hen
den	Ned	led
dell	pen	let
bed	net	men
beg	fed	chess
Ben	pet	then

1. Review short *e* forms from flash cards.
2. Give Lesson 97 as individual work.

LESSON 98.

(1)	(2)	(3)
mesh	then	trellis
ten	wet	sled
keg	step	flesh
them	mattress	in trep id
met	slender	intrepid
stem	fled	ab stain
tresses	fleck	abstain
ingress	instep	

1. See Lesson 97.

LESSON 99.

Sight sentences.

1. The bird has a red bill.
2. Set the keg by the vat.
3. Ben and Ned have a sled.
4. Do not beg for the figs.
5. The hen ran into the fox's den.
6. Set the net in the shed.
7. Dan is rapping with a pen.
8. My instep pains.

LESSON 100.

(1)	(2)	(3)
clay	**clad**	**clog**
clan	**cling**	**clat**
clap	**clod**	**clot**
clash	**clam**	

1. Review double consonants.
2. Review short *c* forms.
3. Have class blend *c* and *l*—cl.
4. Give above lesson. (See Lesson 77.)
5. Add *cl* to flash cards.

LESSON 101.

(1)	(2)	(3)
crin	**crash**	**crest**
cran	**crag**	**creep**
crap	**crook**	**cram**
crab	**crop**	

1. Review double consonants.
2. Review short *c* forms.
3. Have class blend *c* and *r*—cr.
4. Give above lesson. (See Lesson 77.)
5. Add *cr* to flash cards.

LESSON 102.

(1)	(2)	(3)
fray	**frow**	**frill**
frain	**frog**	
frag	**frat**	
from	**froth**	

1. Review double consonants.
2. Review short *c* forms. (See Lesson 105.)
3. Have class blend *f* and *r*—fr.
4. Give above lesson. (See Lesson 77.)
5. Add *fr* to flash cards. There are now nine flash cards containing double consonants *br, tr, st, sl, gr, fl, cl, cr, fr.*

LESSON 103.

Sight sentences.

1. Run away from that gun.
2. A crab has crooked legs.
3. Cling to this rock.
4. The frog hopped over the crag.
5. Clap your hands.
6. Some clams come from the bay.
7. This is the best crop of grain.

LESSON 104.

cl	cr	fr
sl	gr	fl
(1) clip	(2) crib	(3) clef
crick	frit	fret
Fred	cliff	cred
clem	fresh	click
cress		

1. Review double consonants.
2. Review short *e* forms.
3. Individual work upon above lesson.

LESSON 105.

(1) it	(2) is	(3) egg	(4) el
iss	ish	eb	eff
ic	ig	ed	et
im	iff	es	eck
ith	il	ell	eg
ip	in	esh	ess
ib	id	ef	en
if	ick	ep	em
ill			

(See Lesson 86.)

LESSON 106.

	fr	cr	cl
(1)	ragged	(2) banded	(3) tatted
	fretted	flitted	fatted
	dotted	padded	crooked
	crested	batted	rested
	rotted	gadded	handed
	trotted	petted	tested
	landed	clotted	branded
	potted	nodded	slanted

1. Review from flash cards the short *i* and short *e* forms. The pupils have had thirteen of each.
2. Give above lesson. (See Lesson 28.)
3. Add *ed* to flash cards containing endings.

LESSON 107.

Sight sentences.

1. **The cliff is steep.**
2. **A ragged boy nodded to me.**
3. **A frog rested by a log.**
4. **The cricket sings in the dell.**
5. **Who rested on my bed?**
6. **A crab has crooked legs.**

LESSON 108.

(1)	whin	(2) whim	(3) whet
	Whig	whit	whether
	whip	whither	
	whiff	when	

1. Review double consonants.
2. Print *wh* on the board. Ask children how they blow the top off a dandelion. Have several pupils sound *wh*.
3. Give above lesson. (See Lesson 77.)
4. Add *wh* to flash cards. (Not a double consonant, but may go with that set of cards.)

LESSON 109.

(1) **yell**	(2) **yen**	(3) **zag**
yon	**yesterday**	**zest**
yes	**yam**	**zig**
yet		**zigzag**

1. Review short *e* forms.
2. Print *y* upon board. Ask class what sound the little mouse makes when caught in a trap.
3. Print *z* upon board. Ask class what is the bee sound.
4. Have several children sound *y* and *z*.
5. Give above lesson. (See Lesson 77.)
6. Add *y* and *z* to flash cards.

LESSON 110.

wh	**y**	**z**
cr	**fr**	**cl**
(1) **whiff**	(2) **zest**	(3) **yes**
zigzag	**whether**	**whip**
when	**yon**	**zag**
yet	**whim**	**whip**
whin	**yesterday**	**whet**

1. Review double consonants.
2. Give above lesson. Individual work only.

LESSON 111.

Sight sentences.

1. **The boys are yelling yet.**
2. **Yes, the cress is fresh.**
3. **The way is zigzag.**
4. **Bring the whip to me.**
5. **When do you brand the cows?**

LESSON 112.

(1)	(2)	(3)
us–	un	ul–
uss	up	ull
ud	uf–	um
ub	uff	uc–
ug	ush	uck
ut		

1. Give above lesson. (See Lesson 12.)
2. Put short *u* forms on flash cards as they are learned.

LESSON 113.

k	th	ch	v	c
l	h	sh	f	p

(1)	(2)	(3)
chuck	thunder	cut
stuck	shut	hush
tub	muss	public
stuff	slum	rub
duck	nut	supper
brush	jut	mud
hull	gush	but
rug	gruff	stub

1. Review single consonants.
2. Review short *u* forms.
3. Individual work on above lesson.

LESSON 114.

Sight sentences.

1. The man dug up a nugget.
2. This mush is too hot.
3. Here is a bud on this plant.
4. How soft your muff is.
5. Hush! Is that thunder?
6. Put the cup by the jug.
7. Will you brush my hat?
8. Where did you get the nuts?

LESSON 115.

br tr st sl gr fl
z y wh fr cr cl

(1)	(2)	(3)
trumpet	slush	suffer
dull	dug	slug
nugget	null	truck
stun	stutter	fuss
muff	mush	cup
cuff	jug	luck
pucker	puff	bud
rush	flutter	flush

1. Review double consonants.
2. Review short *u* forms.
3. Individual work on above columns.

LESSON 116.

(1)	(2)	(3)
dray	drop	drip
drain	drest	drill
drab	dram	dress
drag	drib	

1. Review double consonants.
2. Have class blend *d* and *r*—dr.
3. Give above lesson. (See Lesson 77.)
4. Add *dr* to flash cards.

LESSON 117.

(1)	(2)	(3)
blunder	blest	bled
bland	blot	bless
blain	blab	
blemish	bliss	

1. Review double consonants.
2. Review short *u* forms. (See Lesson 120.)
3. Have class blend *b* and *l*—bl.
4. Give above lesson. (See Lesson 77.)
5. Add *bl* to flash cards.

LESSON 118.

(1)	(2)	(3)
sway	**swag**	**sweep**
swin	**swagger**	**Swiss**
swain	**swell**	**swig**
swing	**swam**	

1. Review flash cards containing double consonants.
2. Review short *u* forms from flash cards.
3. Have class blend *s* and *w*—sw.
4. Give above lesson. (See Lesson 77.)
5. Add *sw* to flash cards.

LESSON 119.

	dr	**bl**	**sw**
(1)	**dregs**	(2) **drub**	(3) **bluff**
	bluster	**drug**	**swill**
	swell	**blunder**	**drum**
	swim	**dren**	**swish**
	blubber	**blush**	

1. Review short *i* and short *u* forms.
2. Individual work on above lesson.

LESSON 120.

(1)	(2)	(3)	(4)
us	**ush**	**ith**	**ip**
ud	**uss**	**ic**	**if**
ub	**uff**	**ib**	**ish**
ug	**ul**	**ill**	**il**
ut	**um**	**ig**	**im**
un	**uc**	**in**	**ick**
up	**uck**	**it**	**is**
uf	**ull**	**iss**	**iff**

(See Lesson 86.)

LESSON 121.

Sight sentences.

1. The web swings in the wind.
2. The man is swimming in the bay.
3. Will you sweep the shed?
4. Please blot this letter.
5. The Swiss live in Switzerland.
6. Drops of sap drip from the tree.
7. This drug will dull the pain.
8. The children swim well.

LESSON 122.

(1)	(2)	(3)
play	plun	pled
plash	plain	plow
plot	plod	plen
plan	plat	plus

1. Review forms of first seventy-six lessons—*ay*, *un*, *in*, *and*, *am*, and so forth.
2. Have class blend *p* and *l*—pl.
3. Give above lesson. (See Lesson 77.)
4. Add *pl* to flash cards.

LESSON 123.

Once I saw a little bird
  Come hop, hop, hop;
So I cried, "Little bird,
  Will you stop, stop, stop?"

Leg over leg,
  As the dog went to Dover;
When he came to a stile,
  Jump, he went over.

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her;
He put her in a pumpkin shell,
And there he kept her very well.

A bag-pudding the king did make,
And stuffed it well with plums;
And in it put big lumps of fat,
As big as my two thumbs.

In above rhymes, for sight reading, the words *stile, wife, kept, pudding, thumbs*, may have to be given as sight words first.

LESSON 124.

(1)	(2)
and	ond
ant	ont
anch	onch
ank	onk

1. Give above lesson. (See Lesson 12.)
   An is blended with *d, t, ch, k.*
   On is blended with *d, t, ch, k.*
2. As the forms are learned, print them upon flash cards.

LESSON 125.

dr wh bl y sw z

(1)	(2)	(3)
rant	lank	drank
blond	honk	clank
thank	blank	shank
fond	pant	pond
rank	bond	brant
sank	crank	tank
frond	flank	ranch
		bank

1. Review short *e* forms.
2. Review forms of Lesson 124. (See Lesson 134.)
3. Give individual work on above lesson.

LESSON 126.

Sight sentences.

1. **The plowman plods his way home.**
2. **The men plan to rob the bank.**
3. **Thank you for the plant.**
4. **The dog drank from the pond.**
5. **Here are ten tin tanks.**
6. **The brant said, "Honk, honk."**
7. **The plan is in my blank book.**
8. **The man is fond of his pet dog.**

LESSON 127.

(1)	(2)	(3)
spun	**span**	**spot**
spin	**spell**	**spig**
Spain	**spat**	**spigot**
spit	**sped**	**spill**

1. Review short *u* forms.
2. Review forms of Lesson 124.
3. Have class blend *s* and *p*—sp.
4. Give above lesson. (See Lesson 77.)
5. Add *sp* to flash cards.

LESSON 128.

(1)	(2)
ind	**end**
int	**ent**
inch	**ench**
ink	

1. Review double consonants.
2. Review forms of Lesson 124.
3. Blend the above—*in* with *d, t, ch, k*; *en* with *d, t, ch*. (See Lesson 12.)
4. Print upon flash cards as they are learned.

LESSON 129.

	pl	ch	st
	sp	cl	dr
(1)	wind	(2) chink	(3) sent
	drench	pinch	bench
	dint	bend	lent
	send	stench	finch
	pent	clink	clink
	lint	tint	stint
	clinch	wink	rend
	mend	blend	wench

1. Review the forms of Lessons 124, 128.
2. Individual work on above lesson.

LESSON 130.

(1)	hint	(2) sink	(3) dent
	kink	flink	hench
	tend	trend	lend
	went	tint	brink
	French	trench	pink
	rent	link	blend
	flinch	flint	dent
	mint	think	rink

1. Review forms of Lessons 124, 128.
2. Individual work on Lesson 130.

LESSON 131.

Sight sentences.

1. **These spots are pink.**
2. **Lend me your speller.**
3. **The boy can spin the platter.**
4. **This flat is for rent.**
5. **This is a pink tint.**
6. **The bench is by the trench.**
7. **Do you think I can spell "trend"?**
8. **There are ten links in this chain.**

LESSON 132.

(1) **pray**	(2) **prest**	(3) **prat**
prin	**prow**	**pug**
prod	**prob**	**prim**
prop	**problem**	**primer**
prick	**proper**	

1. Review double consonants.
2. Review forms of Lesson 128. (See Lesson 134.)
3. Have class blend *p* and *r*—pr.
4. Give above lesson. (See Lesson 77.)
5. Add *pr* to flash cards.

LESSON 133.

dr	**bl**	**sw**
pl	**sp**	**pr**
(1) **plug**	(2) **prep**	(3) **plums**
spickest	**specks**	**pref**
pressing	**plush**	**printed**
plucked	**pranks**	**planks**
sput	**planted**	**spend**
sputter	**spanking**	**prink**

1. Review endings from flash cards.
2. Review forms of Lessons 124, 128.
3. Individual work on Lesson 133.

LESSON 134.

(1) **ank**	(2) **onch**	(3) **int**	(4) **ent**
ant	**ond**	**ink**	**end**
and	**ont**	**ind**	**ench**
anch	**onk**	**inch**	

(See Lesson 86.)

LESSON 135.

(1) **unt**
unk
unch

1. Review forms of Lesson 128.
2. Blend *un* with *t*, *k*, *ch*. (See Lesson 12.)
3. Put forms upon flash cards.

LESSON 136.

j	**t**	**w**	**m**	**r**
n	**g**	**b**	**d**	**s**

(1)	(2)	(3)
runt	**chunk**	**grunt**
sunk	**punch**	**bunk**
crunch	**hunt**	**hunch**
stunt	**munch**	**brunt**
junk	**hunk**	**bunch**
lunch	**slunk**	**drunk**
trunk	**blunt**	

1. Review short *u* forms.
2. Review forms of Lessons 128, 135.
3. Give individual work on Lesson 136.

LESSON 137.

Sight sentences.

1. **Put the dress in the trunk.**
2. **A hog can grunt.**
3. **Come to lunch.**
4. **This plank will do for a prop.**
5. **The girl pricked her finger.**
6. **Bring your lunch to me.**
7. **The dog slunk away and hid.**
8. **Put all the buds in one bunch.**

LESSON 138.

wh	sw	pr
z	bl	sp
y	dr	pl

(1)	(2)	(3)
skin	scat	Scot
scan	scatter	skill
scab	skid	skim
scoff	skip	

1. Review double consonants.
2. Review forms of Lessons 128, 135.
3. Have class blend *s* with *c* and *k*—sc, sk.
4. Give above lesson. (See Lesson 77.)
5. Add *sc* and *sk* to flash cards.

LESSON 139.

(1) ac–
ack
amp
atch

1. Review double consonants.
2. Review forms of Lesson 135. (See Lesson 143.)
3. Have class blend short *a* with *c*; *am* with *p*; *at* with *ch*. (See Lesson 12.)
4. Put above forms on flash cards.

LESSON 140.

(1)	(2)	(3)
sack	lamp	stack
cramp	batch	samp
satch	tack	rack
Jack	black	match
hatch	stamp	tramp
track	patch	shack
champ	rack	back
lack	crack	thatch
clamp	pack	slack
catch	whack	camp

1. Review forms of Lessons 135, 139.
2. Individual work on above lesson.

LESSON 141.

Sight sentences.

1. The girl can skip and hop.
2. That tramp is a scamp.
3. Jack put the junk in a sack.
4. The satchel is black.
5. The eggs are cracking.
6. Come back with those tacks.
7. How many fish did you catch?
8. Tack a sack over the crack.

LESSON 142.

	sc		**pr**		**pl**
	sk		**sp**		**sw**
(1)	**stray**	(2)	**strap**	(3)	**stress**
	strin		**strag**		**strut**
	strand		**string**		**strutting**
	strain		**strip**		

1. Review double consonants.
2. Review forms of Lessons 135, 139.
3. Have class blend *st* with *r*—str.
4. Give above lesson. (See Lesson 77.)
5. Add *str* to flash cards.

LESSON 143.

(1)	**unt**	(2)	**ell**	(3)	**eck**
	unch		**esh**		**et**
	unk		**ef**		**en**
	ac		**ep**		**el**
	ack		**es**		**em**
	amp		**ed**		**ec**
	atch		**eb**		

(See Lesson 86.)

LESSON 144.

(1)	oc	(2)	otch
	ock		ost
	omp		oft

1. Review forms of Lessons 128, 135, 139.
2. Have class blend short *o* with *c*; *om* with *p*; *ot* with *ch*; *os* with *t*; *of* with *t*. (See Lesson 12.)
3. Print above forms on flash cards.

LESSON 145.

	sc		sk		str
(1)	rock	(2)	notch	(3)	crock
	pomp		dock		romp
	stock		cost		shock
	botch		lock		blotch
	frost		soft		mock
	tock		frock		Scotch
	loft		crotch		pock
	flock		clock		lost
	block		jock		

1. Review forms of Lessons 139, 144.
2. Give individual work on Lesson 138.

LESSON 146.

Sight sentences.

1. The boy has a rock in his pocket.
2. What did the clock cost?
3. Who lost a strap?
4. The Scotch come from Scotland.
5. The vessel is in the dock.
6. The children play and romp.
7. The clock says, "Tick, tack."
8. A mocking bird is gray and black.

LESSON 147.

(1) quay	(2) quill	(3) quip
quin	quest	quick
quintet	quib	quack
quit	quell	

1. Review double consonants.
2. Review forms of Lessons 139, 144.
3. Print *qu* upon board. Ask class what the dove says. Have several pupils sound *qu*.
4. Give above lesson. (See Lesson 77.)
5. Add *qu* to flash cards.

LESSON 148.

qu	str	sc
(1) scuff	(2) strug	(3) scum
struck	skull	strand
quench	ques	quicken
scant	strick	quiv
skunk	stricken	quiver

1. Review short *i* forms.
2. Review forms of Lesson 144. (See Lesson 156.)
3. Give individual work on above lesson.

LESSON 149.

ed	est	er
(1) bramble	(2) prattle	(3) muffle
uncle	ripple	settle
handle	tinkle	dimple
shuffle	giggle	bramble
haggle	ruffle	candle
shackle	trundle	jiggle
grapple	bubble	rattle
brittle	dribble	nozzle
dazzle	fondle	hobble

1. Review short *e* forms.
2. Show the class that the endings *ble*, *cle*, *ple*, *gle*, etc., sound just like the initials *bl*, *cl*, *gl*, etc.
3. Give above lesson. (See Lesson 77.)
4. Print endings on flash cards.

LESSON 150.

(1)	(2)	(3)
paddle	trickle	drabble
muzzle	dapple	straggle
whittle	mettle	nettle
supple	griddle	crumple
rankle	struggle	gruntle
saddle	battle	speckle
juggle	puzzle	thimble
scuffle	ankle	bundle
stubble	crinkle	chuckle

1. Review short *u* forms.
2. See Lesson 149.

LESSON 151.

Sight sentences.

1. The boy whittles the stick.
2. Put the saddle on the bench.
3. Crack the speckled egg.
4. See the ruffle on the dress.
5. This plant is a nettle.
6. The brook ripples and babbles.
7. Bring a candle or a lamp.
8. Get a bundle of sticks.

LESSON 152.

The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.

There were two blackbirds,
Sitting on a hill;
The one was named Jack,
The other named Jill.

April showers
Make May flowers.

Jack be nimble,
Jack be quick,
And Jack jumped over
The candlestick.

Diddle, diddle, dumpling,
My son John
Went to bed
With his stockings on.

Sight words to be learned—*John, far, named.*

LESSON 153.

ble	**dle**	**gle**	**ple**	**sle**
cle	**fle**	**kle**	**tle**	**zle**

(1)	**gland**	(2)	**glib**	(3)	**glut**
	glad		**glim**		**Gluck**
	glob		**glum**		**glit**
	glam		**gloss**		**glitter**
	glen		**glimmer**		

1. Review flash cards containing endings.
2. Have class blend *g* and *l*—gl.
3. Give above lesson. (See Lesson 77.)
4. Add *gl* to flash cards.

LESSON 154.

(1)	**sniff**	(2)	**snuff**	(3)	**snap**
	snug		**snip**		**snatch**
	snick		**snob**		
	snicker		**snag**		

1. Review double consonants.
2. Review forms of Lessons 124, 128.
3. Have class blend *s* and *n*—sn.
4. Give above lesson.
5. Add *sn* to flash cards.

LESSON 155.

(1)	(2)	(3)
smell	**smash**	**smock**
smut	**smat**	
smit	**smatter**	
smitten	**smack**	

1. Review double consonants.
2. Review forms of Lessons 135, 139, 144.
3. Have class blend *s* and *m*—sm.
4. Give above lesson. (See Lesson 77.)
5. Add *sm* to flash cards.

LESSON 156.

(1)	(2)	(3)	(4)
ock	**uf**	**ud**	**uc**
omp	**up**	**us**	**uff**
oc	**un**	**ull**	**uss**
otch	**ut**	**uck**	**ush**
ost	**ug**	**um**	
oft	**ub**	**ul**	

(See Lesson 86.)

LESSON 157.

	gl	**sn**	**sm**
(1)	**glad**	(2) **snap**	(3) **glen**
	smack	**glimmer**	**smash**
	glitter	**smell**	**snatch**
	snug	**gloss**	**snag**

1. Review set of initial flash cards. It now consists of *br, tr, st, sl, gr, fl, cl, cr, fr, wh, y, z, dr, bl, sw, pl, sp, pr, sc, sk, str, qu, gl, sn, sm.*
2. Give individual work on Lesson 157.

LESSON 158.

Sight sentences.

1. **Do not smash my thimble.**
2. **See him smack his lips.**

3. The boy snatched the bundle from the girl.
4. See the branch quiver.
5. The dog snapped at the moth.
6. Will you have a sniff of snuff?
7. The bad boy snatched the plum.
8. Smell the jam cooking.

LESSON 159.

(1)	(2)	(3)
hung	tongs	rang
sang	gang	swung
strung	lung	pong
prongs	clang	fang
rung	flung	song
gong	long	slang
clung	bang	strong
stung	sung	slung
hang	dong	bung

1. Review endings from flash cards.
2. Review forms of Lesson 144.
3. Teach *ang*, *ong*, *ung* as if they were sight words.
4. Individual work on Lesson 159.
5. Print *ang*, *ong*, *ung* on flash cards.

LESSON 160.

Sight sentences.

1. The bells say, "Cling, clang."
2. The girls play ping pong.
3. Hang the tongs over here.
4. This string is strong.
5. Ring the gong for dinner.
6. Who sang that song?
7. The swing hung from a branch.
8. Yesterday we strung pop-corn.

LESSON 161.

A was an apple pie.
B bit it.
C cut it.
G got it.
H had it.
L longed for it.
N nodded at it.
P peeped in it.
R ran for it.
W wanted it.
T took it.

As I was going along, long, long,
Singing a comical song, song, song,
The lane that I went was so long, long, long,
And the song that I sung was so long, long, long,
And so I went singing along.

Sight words—*pie*, *lane*.

LESSON 162.

(1)	(2)	(3)	(4)
wh	cl	gr	sc
fr	sw	sp	z
dr	y	sl	tr
cr	fl	pr	str
bl	pl	st	br

(See Lesson 86.)

LESSON 163.

gl	su	sm
qu	sc	str

(1)	splin	(2)	splatter	(3)	split
	splinter		splen		splen
	splash		splut		splendid
	splat		splutter		

1. Review double consonants.
2. Review forms of Lessons 144, 156.
3. Have class blend *sp* and *l*—spl.
4. Give above lesson. (See Lesson 77.)
5. Add *spl* to flash cards.

LESSON 164.

kle	fle	cle	zle	ple
gle	dle	ble	tle	sle

(1)	scrap	(2)	scrim	(3)	scrib
	scrag		scrub		scribble
	scram		scruff		
	scramble		scratch		

1. Review double consonants.
2. Review forms of Lessons 144, 156.
3. Have class blend *sc* and *r*—scr.
4. Give Lesson 163. (See Lesson 77.)
5. Add *scr* to flash cards.

LESSON 165.

spl	sm	gl
scr	su	str

(1)	scribble	(2)	scratch	(3)	splendid
	splatter		splutter		splashed
	splitting		scramble		
	scrub		scraps		

1. Review double consonants.
2. Review forms of Lessons 144, 156.
3. Have individual work on above lesson.

LESSON 166.

Sight sentences.

1. **Do not scribble on my book.**
2. **See the splinter in my finger.**
3. **He scrambled out of the nettles.**
4. **Put the scraps on the tray.**
5. **Please scrub the steps.**
6. **This scrim is very thin.**
7. **The bramble will scratch your hand.**
8. **Give the scraps to Dash.**

LESSON 167.

(1) **imp**
itch
ist

(2) **ift**
ilt

1. Review short *i* forms.
2. Have class blend *im* with *p*; *it* with *ch*; *is* with *t*; *if* with *t*; *il* with *t*. (See Lesson 12.)
3. Print above forms on flash cards.

LESSON 168.

(1) **limp**
hitch
list
gift
wilt
spilt

(2) **tilt**
sift
fist
stitch
skimp
hist

(3) **whist**
witch
listless
shift
hilt

1. Review single consonants.
2. Review forms of Lessons 156, 167.
3. Individual work on above lesson.

LESSON 169.

(1)	(2)	(3)
crimp	lift	gilt
ditch	wist	swift
mist	kitchen	switch
rift	primp	scrimp
silt	kilt	drift
pitch	jilt	

1. See Lesson 168.

LESSON 170.

Sight sentences.

1. This snuff-box is a gift.
2. The girl is scrubbing the kitchen.
3. See the mist over the bay.
4. These are Scotch kilts.
5. Jack is the pitcher.
6. The hilt of the dagger glitters.
7. The pitch will stick to your skin.
8. Some girls primp and giggle.

LESSON 171.

	spl	scr	sm
(1)	twin	(2) twit	(3) twist
	twain	twitter	twang
	twig	twen	twinkle
	twill	twitch	

1. Review short *e* forms.
2. Have class blend *t* and *w*—tw.
3. Give above lesson. (See Lesson 77.)
4. Add *tw* to flash cards.

LESSON 172.

(1)	(2)
spray	**sprung**
spring	**sprint**
sprain	**sprang**
Sprat	**sprig**

1. Review double consonants.
2. Review forms of Lessons 156, 167.
3. Have class blend *sp* and *r*—spr.
4. Give Lesson 172.
5. Add *spr* to flash cards.

LESSON 173.

tw	**spl**	**sm**
spr	**scr**	**sn**

(1)	(2)	(3)
spray	**sprint**	**sprain**
twang	**twitching**	**twig**
sprig	**spring**	**spray**
twisted	**twitter**	**twain**

1. Review short *u* forms.
2. Review forms of Lessons 156, 167.
3. Have individual work on Lesson 173.

LESSON 174.

Sight sentences.

1. **The spring bubbles over.**
2. **Do not twist the string.**
3. **Jack Sprat could eat no fat.**
4. **The birds twitter among the branches.**
5. **The dog sprang to get the stick.**
6. **Pick up all the twigs.**
7. **The birds hop from spray to spray.**
8. **The twins have dotted dresses.**

LESSON 175.

(1)	(2)	(3)
ang	int	anch
ong	inch	ant
ung	ind	ank
imp	ink	onch
ist	ench	ont
ift	end	ond
ilt	ent	onk
itch		

(See Lesson 86.)

LESSON 176.

(1)	(2)	(3)
softly	pansy	skinny
boggy	plenty	fondly
stuffy	tricky	chilly
muddy	manly	bunny
fancy	scrubby	jelly
flabby	Nancy	shaggy
clammy	candy	slippery
whinny	piggy	glossy
sloppy	quickly	pity

1. Review forms of Lessons 124, 128.
2. Give above lesson. (See Lesson 28.)
3. Put endings *ly, by,* etc., upon flash cards.

LESSON 177.

Sight sentences.

1. Billy ate the twigs.
2. This plank is slippery.
3. Eat the candy quickly.
4. Here is a pansy and some holly.
5. Nancy has a muddy dress.
6. Some dogs are shaggy.
7. What a scrubby plant.
8. The frost makes me chilly.

LESSON 178.

(1)	(2)	(3)
Bobby	folly	quickly
sadly	happy	ducky
funny	ditty	snappy
lucky	stubby	fatty
twenty	gladly	vainly
fussy	penny	thinly
dimly	foggy	frosty
lofty	giddy	biddy
holly	cranny	baggy

1. Review all endings.
2. See Lesson 176.

LESSON 179.

Sight sentences.

1. Henny Penny met Ducky Lucky.
2. Here are twenty happy children.
3. The tower is lofty.
4. I will sing you a ditty.
5. He peeped into every crack and cranny.
6. This plot is thinly planted.
7. It is folly to be vain.
8. The morning is dark and foggy.

LESSON 180.

(1)	(2)	(3)
dandy	mainly	kinky
scabby	scanty	cranky
soggy	smutty	Billy
snugly	kitty	blankly
dolly	rusty	gritty
badly	bluntly	shanty
gayly	rocky	hilly

1. See Lesson 178.

LESSON 181.

Sight sentences.

1. This land is hilly and rocky.
2. The fisherman lived in a shanty.
3. The hook is rusty.
4. Do not use the soggy timber.
5. The little birds rest snugly in the nest.
6. Dolly is badly battered.
7. All were gayly dressed.
8. The witch looked blankly at me.

LESSON 182.

Jack Sprat's pig,
He was not very little,
Nor yet very big;
He was not very lean,
He was not very fat—
"He'll do well for a grunt,"
Says little Jack Sprat.

Hot cross buns,
Hot cross buns,
One a penny, two a penny,
Hot cross buns.

"Come, let's to bed,"
Says Sleepy-head;
"Stop a while," says Slow;
"Put on the pot,"
Says Greedy-gut,
"Let's sup before we go."

Hickory, dickory, dock,
The mouse ran up the clock;
The clock struck one,
And down he run,
Hickory, dickory, dock.

Sight words—*lean, head, Slow, Greedy, mouse.*

LESSON 183.

	spr	spl	scr
(1)	shrill	(2) shrink	(3) shriv
	shred	shrimp	shrivel
	shrug	shrilly	shrub
	shrank	shrunk	

1. Review double consonants.
2. Review forms of Lessons 135, 139, 167.
3. Have class blend *sh* with *r*—shr.
4. Give above lesson. (See Lesson 77.)
5. Add *shr* to flash cards.

LESSON 184.

	ly	ty	fy	ny	my
	gy	ky	dy	sy	py
(1)	thrash		(2) thrill		(3) thrum
	throb		thrush		thrust
	throt		thrift		
	throttle		thrifty		

1. Review double consonants.
2. Review forms of Lessons 144, 156.
3. Have class blend *th* and *r*—thr.
4. Give above lesson. (See Lesson 77.)
5. Add *thr* to flash cards.

LESSON 185.

	shr	thr	tw spr
(1)	shrink	(2) throng	(3) thrum
	thrill	thrust	shrub
	shrug	shrimp	shred
	throttle	shrill	throb
	shrivel	thresh	shrunk

1. Review endings.
2. Have individual work only upon above lesson.

LESSON 186.

Sight sentences.

1. Put the shrimps in the kitchen.
2. The little thrush sings softly.
3. Bobby is a thrifty boy.
4. The throng sang gayly.
5. The pansy shrivels in the hot sun.
6. See how those shingles shrink.
7. The bird's nest is under a shrub.

LESSON 187.

Little Robin Red-breast sat upon a tree,
Up went Pussy-cat, and down went he;
Down came Pussy-cat, and away Robin ran;
Says little Robin Red-breast, "Catch me, if you can."

To market, to market, to buy a fat pig,
Home again, home again, jiggety jig!
To market, to market, to buy a fat hog,
Home again, home again, jiggety jog!

Humpty Dumpty sat on a wall;
Humpty Dumpty had a great fall;
Not all the king's horses, nor all the king's men,
Could set Humpty Dumpty up again.

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
And let's drink tea.

Sight words—*Pussy, breast, market, tea, buy, home, great, horses.*

LESSON 188.

(1)	(2)	(3)
eld	**emp**	**etch**
elt	**esk**	
elm	**eft**	

1. Review forms of Lesson 167.
2. Have class blend *el* with *d*, *t*, *m*; *em* with *p*; *es* with *k*; *ef* with *t*; *et* with *ch*.
3. Print above forms upon flash cards.

LESSON 189.

(1)	(2)	(3)
belt	**weld**	**sketch**
held	**theft**	**helm**
smelt	**felt**	**cleft**
temper	**Gretchen**	**hemp**
skelter	**melt**	**smelter**
left	**vetch**	**stretch**
fetch	**whelm**	**pelt**
desk	**swelter**	**helter**
melt	**heft**	**bereft**
smelter	**welt**	

1. Review forms of Lessons 167, 168.
2. Individual work on Lesson 187.

LESSON 190.

Sight sentences.

1. **Gretchen held the matches in her hand.**
2. **He hung the belt on the hook.**
3. **The rabbits ran helter-skelter.**
4. **Fetch me a sprig of holly.**
5. **The butter has melted.**
6. **Who left the switch on my desk?**
7. **He held the cup in his left hand.**
8. **I felt chilly yesterday.**

LESSON 191.

As I was going to sell my eggs,
I met a man with bandy legs,
Bandy legs and crooked toes,
I tripped up his heels and he fell on his nose.

A little boy went into a barn,
And lay down on some hay;
A cow came out and smelt about,
And the little boy ran away.

Sight words—*toes, heels, nose, barn, about.*

LESSON 192.

(1)	(2)	(3)	(4)
by	y	zle	gle
ly	ty	tle	fle
gy	sy	sle	dle
fy	py	ple	cle
cy	ny	kle	ble
dy	ky		

(See Lesson 86.)

LESSON 193.

(1)	(2)	(3)
dashes	bunches	pinches
joshes	clashes	meshes
dresses	pitches	flushes
ditches	mashes	fusses
blushes	witches	threshes
ranches	fetches	blesses
musses	drenches	stitches
hitches	gashes	patches

1. Review forms of Lessons 167, 188.
2. Give above lesson. (See Lesson 28.)
3. Add *es* to endings.

LESSON 194.

(1)	(2)	(3)
eft	unt	oft
esk	unch	ost
emp	unk	otch
etch	atch	oc
elm	amp	omp
elt	ac	ock
eld	ack	

(See Lesson 86.)

LESSON 195.

(1)	(2)	(3)
lashes	tresses	thrushes
hushes	flashes	crashes
brushes	stretches	flinches
benches	crunches	presses
punches	stitches	matches
smashes	scratches	lunches
catches	slashes	branches
gushes	cashes	clinches

1. See Lesson 193.

LESSON 196.

Sight sentences.

1. We can hop over the ditches.
2. Stitch some patches on my dress.
3. The fish were held by the meshes of the net.
4. Who pitches the ball to-day?
5. Kitty scratches if you pinch her.
6. Let us set our lunches under the branches.
7. Fetch me the fat duck.
8. The man cashes a check.

LESSON 197.

shr spr scr
thr tw spl

(1) sail (2) tail (3) grail
rail jail snail
bail trail pail
nail quail fail
hail flail mail
wail frail

1. Review all endings.
2. Teach *ail* as if it were a sight word.
3. Give above lesson. (See Lesson 77.)
4. Print *ail* upon flash card.

LESSON 198.

Sight sentences.

1. **The ship has sails.**
2. **Do not step on the cat's tail.**
3. **The quail ran under some bushes.**
4. **The trail led to a jail.**
5. **Do not fail to come Sunday.**
6. **Hang the pail on the rail.**
7. **Here is a hammer and some nails.**
8. **The hail fell suddenly.**

LESSON 199.

(1) br (2) cr (3) sw (4) gl
tr fr pl sn
st wh sp sm
sl y pr spl
gr z sc scr
fl dr str tw
cl bl qu spr
sk shr thr

(See Lesson 86.)

LESSON 200.

I live among
The grasses tall;
I shall be glad
To have you call.

My home is in
An old stone wall;
So you must know
I'm very small.

Little Robin Red-breast
Sat upon a rail;
Noddle, naddle went his head,
Wiggle, waggle went his tail.

Sight word—*stone.*

LESSON 201.

(1)	(2)	(3)
sight	**tight**	**flight**
right	**tightly**	**fright**
dight	**fight**	**blight**
night	**light**	**frighten**
slight	**might**	**plight**
bright	**brightness**	

1. Review forms of Lessons 188, 197.
2. Teach *ight* as if it were a sight word.
3. Give above lesson. (See Lesson 77.)
4. Print *ight* on flash card.

LESSON 202.

Sight sentences.

1. **It was a grand sight.**
2. **He held a light in his right hand.**
3. **We win by might or by right.**
4. **The battle began at night.**
5. **The witches frighten me.**
6. **Polish the pot and it will be bright.**
7. **Hand me a candle to light my way.**
8. **Jip and Dash do not fight.**

LESSON 203.

(1)	(2)	(3)
saw	taw	flaw
raw	jaw	claw
daw	caw	craw
paw	chaw	draw
law	thaw	straw
maw	slaw	

1. Review forms of Lessons 188, 197, 201.
2. Teach *aw*.
3. Give above lesson. (See Lesson 77.)
4. Print *aw* on flash card.

LESSON 204.

Sight sentences.

1. **The bird's claws are strong.**
2. **The cat's paw is soft.**
3. **The law books are on the shelf.**
4. **The daw has its nest in the church tower.**
5. **"Caw, caw," said the daw.**
6. **I saw some straw on the wagon.**
7. **Who took my taw?**

LESSON 205.

(1)	(2)	(3)
trinket	pocket	planet
thicket	quintet	racket
limpet	wicket	cricket
blanket	skillet	trumpet
Muffett	locket	rocket
nugget	hatchet	docket
freshet	sonnet	

1. Review double consonants.
2. Review forms of Lessons 188, 197, 201, 203.
3. Give above lesson. (See Lesson 28.)
4. Add *et* to endings.

LESSON 206.

Sight sentences.

1. **The limpet clings to the rock.**
2. **Put the blankets in the closet.**
3. **Little Miss Muffett sat on a tuffet.**
4. **How bright the rockets are.**
5. **Hang the locket on the chain.**
6. **The rabbit hid in the thicket.**
7. **Chop the kindling with the hatchet.**
8. **The cricket sings at night.**

LESSON 207.

(1)	(2)	(3)
ight	**elm**	**ang**
ail	**etch**	**ong**
aw	**eft**	**ung**
elt	**imp**	**ock**
eld	**itch**	**omp**
eck	**ist**	**otch**
esk	**ift**	**ost**
emp	**ilt**	

(See Lesson 86.)

LESSON 208.

(1)	(2)	(3)	(4)
ine	**ane**	**ode**	**ude**
ide	**ade**	**one**	**ute**
ite	**ame**	**ope**	**une**
ife	**ate**	**obe**	**use**
ipe			

1. Review forms from Lessons 197, 201, 203.
2. Show your class how *e* after *in, it,* etc., affects those forms. Have them cover the *e* with a card and say *in*; then uncover the *e* and say *ine,* etc.
3. As they learn above columns, print them upon flash cards.

LESSON 209.

(1)	(2)	(3)
bine	side	dime
pine	glide	lime
fine	stride	time
shine	pride	chime
line	slide	slime
mine	bride	grime
wine	chide	clime
thine		

1. Review forms from Lessons 197, 201, 203.
2. Review forms of Lesson 208.
3. Give above lesson. (See Lesson 77.)

LESSON 210.

(1)	(2)	(3)
kine	sublime	bide
side	ride	cline
crime	brine	incline
whine	prime	wide
hide	swine	twine
shrine	tide	chide

1. See Lesson 209, but give individual work only on above lesson.

LESSON 211.

Sight sentences.

1. **The pine tree is tall.**
2. **What makes the sun shine?**
3. **Let us hide on this side.**
4. **The sun shines brightly.**
5. **That dime is mine.**
6. **How wide is that trench?**
7. **Stretch the line to the shed.**
8. **The web is very fine.**

LESSON 212.

(1)	(2)	(3)
blame	skate	made
frame	date	glade
flame	rate	fade
came	plate	spade
tame	gate	shade
lame	crate	blade

1. Review double consonants.
2. Review forms of Lesson 208.
3. Give above lesson. (See Lesson 77.)

LESSON 213.

(1)	(2)	(3)
same	made	late
fate	hate	game
trade	dame	grade
name	mate	wade
flate	fame	shame
inflate	slate	jade

1 See Lesson 212, but give only individual work on Lesson 212.

LESSON 214.

Sight sentences.

1. My name is Nelly.
2. We like to skate on the pond.
3. How bright the flame is.
4. Who will trade slates with me?
5. We played the same game yesterday.
6. Put the sticks in the grate.
7. Let us wade in the brook.

LESSON 215.

(1)	(2)	(3)
bone	rope	rode
shone	hope	bode
lone	mope	node
tone	grope	code
stone	scope	strode

1. See Lesson 212.

LESSON 216.

(1)	(2)	(3)
scone	mode	rope
grope	pope	lonely
abode	drone	prone
boneless	hopeless	hone
zone	cone	cope

1. See Lesson 212.

LESSON 217.

Sight sentences.

1. A scone is a Scotch cake.
2. I hope this fish is boneless.
3. The tin shone in the sunlight.
4. Put the bones on this plate.
5. Toss the stone to me.
6. I groped for the wall.
7. Here is a lone traveler.
8. The pine cones are falling from the tree.

LESSON 218.

(1)	(2)	(3)
home	huge	cute
kite	smile	prune
safe	strife	stripe
lane	intrude	grape
rude	shape	cube
pipe	ripe	mile
pile	brute	wife
crane	life	sprite
dome	tune	scrape
pane	wipe	tube

1. Individual work only on Lesson 218.

LESSON 219.

Sight sentences.

1. My home is a mile away.
2. The man will prune the grape vines.
3. See that huge brute.
4. The grapes are ripe.
5. What shape is a cube?
6. Who broke the pane?
7. How sweetly she smiles.
8. Will you wipe the dishes?

LESSON 220.

(1)	(2)	(3)	(4)
abe	ume	ode	ize
eme	ide	ale	ame
upe	ebe	ule	oke
ile	ane	ate	ute
ome	ime	ife	ape
ade	une	ipe	ote
ite	one	ave	ude
ibe	ope	aze	ole

(See Lesson 86.)

LESSON 221.

Pat-a-cake, pat-a-cake, baker's man.
So I will, master, as fast as I can.
Pat it, and prick it, and mark it with T,
And bake in the oven for Tommy and me.

Come dance a jig
To my Granny's pig,
With a rawdy, rowdy, dowdy;
Come dance a jig
To my Granny's pig,
And pussy-cat shall crowdy.

Little Tom Tucker
Sings for his supper;
What shall he eat?
White bread and butter.
How shall he cut it
Without a knife?
How will he be married
Without a wife?

Sight words—*master, fast, mark, dance.*

LESSON 222.

I had a little pony,
His name was Dapple-gray;
I lent him to a lady,
To ride a mile away;
She whipped him, she slashed him,
She rode him through the mire;
I would not lend my pony now,
For all the lady's hire.

Cross Patch,
Draw the latch,
Sit by the fire and spin;
Take a cup,
And drink it up,
And call your neighbors in.

Come, my children, come away,
For the sun shines bright to-day.
Little children, come with me,
Birds and brooks and flowers to see.

Sight word—*neighbors.*

LESSON 223.

Bat, bat,
Come under my hat,
And I'll give you a slice of bacon;
And when I bake,
I'll give you a cake,
If I am not mistaken.

Old Mother Twichett had but one eye,
And a long tail which she let fly;
And every time she went through a gap,
A bit of her tail she left in a trap.

Sight words—*mistaken, eye, eight, heard, heaven.*

LESSON 224.

John Cook had a little gray mare;
He, haw, hum!
Her back stood up and her bones were bare;
He, haw, hum!

John Cook was riding up Shiller's bank;
He, haw, hum!
And there his nag did kick and prank;
He, haw, hum!

John Cook was riding up Shiller's hill;
He, haw, hum!
His mare fell down, and she made her will;
He, haw, hum!

The bridle and saddle were laid on the shelf;
He, haw, hum!
If you want any more, you may sing it yourself;
He, haw, hum!

Sight words—*riding, laid.*

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